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ABSTRACT

Designed to help junior high school students improve their school citizenship and realize their responsibility for school library materials, this guide outlines a teaching unit for seventh graders which consists of four content areas: (1) media center facilities and services, (2) appropriate library behavior, (3) responsibility toward materials and equipment, and (4) personal citizenship. The course is organized into five 30-minute segments designed to develop the student's awareness of these areas. Lesson goals, performance indicators, teacher goals, resources, and procedures are detailed for each of the five sessions. Lists of suggested student and teacher activities are included along with lists of print and audiovisual materials used in the course. (FM)

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STUDENT RESPONSIBILITY AND CITIZENSHIP
Re: Library Media

E. P. C. Project #12
Dorothy J. Burke
Rowe Junior High School
North Clackamas School District #12

Oct. 1, 1979

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Student Responsibility and Citizenship
Re: Library Media

PURPOSE AND DESCRIPTION

I. Purpose and goals

Because of the loss and misuse of materials by students in the library and in the classrooms and because of our concern for helping them improve their school citizenship, we felt a need for teaching materials to be available for helping students realize their responsibilities in these areas.

The purpose of this project is to explore materials available and to develop these kinds of curriculum materials and activities.

II. Description

The project involves gathering, perusing and evaluating books and audiovisual materials in search of materials and activities on responsibility and citizenship. After selecting these, they would then be organized into a teaching unit for Seventh Grade students consisting of five (5) thirty minute segments to be taught, preferably, in the fall of the year during the Core class. The unit will include a bibliography of additional activities and available materials.

PLANNED UNIT STATEMENT

TITLE: Student Responsibility and Citizenship
Re: Library Media

AREA: Library Media

SCHOOL: Rowe Junior High School

PREREQUISITES: None

LENGTH OF UNIT: 5 class sessions

INSTRUCTOR: Dorothy J. Burke

I. PURPOSE:

The student will become aware of the responsibilities, services and citizenship related to the Media Center.

II. COURSE CONTENT:

Media facilities and services

Appropriate library behavior

Responsibility toward materials and equipment

Personal citizenship

III. LEARNING ACTIVITIES:

Discussion	Posters
Writing assignments	Collage
Films	Film-making
Filmstrip/cassette	Role playing
Worksheets	Skits/dialogs

IV. ANTICIPATED LEARNER OUTCOMES:

Student will become more familiar with the media center and its materials and services.

Student will become familiar with and will exhibit appropriate library behavior.

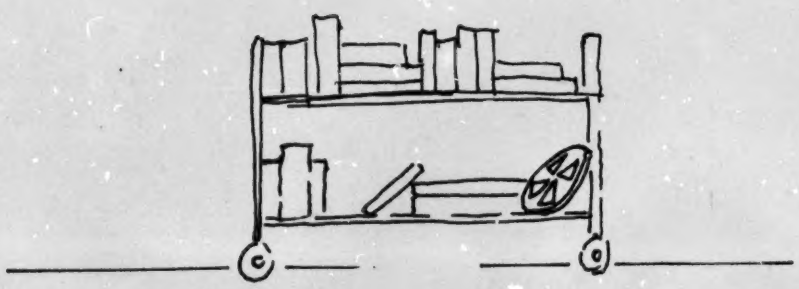
Student will learn to act in a more responsible manner toward materials and equipment.

Student will identify values and standards of conduct necessary for self-direction.

PROGRAM GOAL FOR CLASS I

To develop a positive attitude toward the Media Center and its materials.

LESSON GOAL	PERFORMANCE INDICATORS
The student will be familiar with the Media facilities	The student will indicate on a blank floor plan the areas of the Media Center. The student will read the information sheets and be responsible for learning the basic tools available for his use.
The student will be aware of the existence and location of the media materials.	The student will demonstrate his/her knowledge of the existence and location of materials by retrieving specific media or equipment upon request.



LESSON PLAN - CLASS I

TEACHER GOAL

Familiarize students with physical arrangement and facilities

Familiarize students with variety of media and equipment available

RESOURCES

Library general information sheets of rules and procedures

Floor plan outline

Student-Parent Handbook of Rowe Junior High

PROCEDURES

Introduce Library Staff.

Distribute and explain information sheets.

State requirements of unit.

Assign: Completion of the floor plan.

GENERAL INFORMATION
Rules and Procedures

YOUR LIBRARY - - - - - - - - - - - - - - Open 7:45 a.m. - 3:45 p.m.

Available for your use are the following:

BOOKS REFERENCE MATERIALS

MAGAZINES ENCYCLOPEDIAS

NEWSPAPERS DICTIONARIES

ART PRINTS PAMPHLETS

....AND MORE....

CHECK OUT INFORMATION:

Materials may be checked out by signing <u>your own name</u> and <u>roll room</u> number on the book card or sign out slip.

HOW LONG?

Regular - 2 weeks
Reference - overnight with permission
Magazines - 1 week
Pamphlets - 1 week
Art Print - 1 month

We do not charge fines, but we ask that you return materials when they are due or before, so that other Rowe students may use them. Return books in the hall book drop or in the library box on the circulation desk. Material may be renewed.

We have AV materials and equipment. These are used basically by teachers in the classroom. Student use is with special permission only.

You will come to the library with your classes. However, you may come individually anytime the library is open. If you come from a class, you <u>must</u> have a hall pass signed by your teacher.

THE CARD CATALOG

The card catalog is the alphabetical index of all the materials, print and non-print, in the library. Every card will tell you the name (title) of the book or audiovisual item, the writer or producer, and where it can be found in the library (call number).

There are three important basic kinds of cards in the catalog: author, title, and subject. This means that you can locate a book or audio visual material if you know the author, a specific title, or just the general subject area. All audiovisual material cards have a green line across the top.

Once you have found the author, title or subject card for the material you want, you will always find the call number in the upper left-hand corner. These letters or combination of numbers and letters will tell you where the material is located in the library..

LEARN these facts concerning call numbers:

Fiction Books - Two or Three letters of the author's last name.

Non Fiction Books - Dewey Decimal Classification number (by subject) above the author letters.

SPECIAL BOOKS

Biography, collective - 920 over the author letters

Biography, individual or autobiography - 921 over the letters from the last name of the person being written about.

Reference Books - will have REF written above the regular call number.

Story Collection - Books of short stories will have S.C. above the author or editor's letters.

Paperback books will have the same call numbers as hard-bound books. However, PAPERBACK will be stamped in the upper right-hand corner of the catalog card.

Audio Visual materials will have letters indicating the type of material (Rec - record; FS - filmstrip; KIT-filmstrip/cassette) above the classification number. The letters below indicate the title of the material.

All AV material cards have a green stripe on top.

There are some special cards in addition to the basic author, title and subject cards. All these cards contain the same information as the basic cards but will have additional information on the top line such as, the joint author, the illustration, or some other special way to find a book. Cross reference cards will give you other subjects under which to look or a different subject to use.

DEWEY DECIMAL CLASSIFICATION

In order to find your materials more quickly you should become familiar with their arrangement. Books and audiovisual materials are arranged by numbers assigned according to their subject.

In class 000-099 General Works are books and AV materials too general to be in a specific division. Such items as encyclopedias (030), newspapers (070), and bibliographies (020) are included.

The class 100-199 Philosophy deals with man's ideas, including psychology (150), logic (160), and ethics (170).

200-299 Religion involves the religious beliefs of all people, including mythology (290).

In class 300-399 Social Sciences we find the study of humanity. This includes areas of government (350), economics (330), law (340), education (370), holidays (394), and folklore and fairy tales (398.2).

The 400-499 Language section includes dictionaries, readers, and grammars of all languages, foreign as well as English.

500-599 contains Pure Science, such as mathematics (510), astronomy (520), physics (530), chemistry (540), biology (570), botany (580), zoology (590).

Applied Science or Technology is 600-699. This material helps us improve our daily life and includes "how to do it" books about home economics (640), medicine (610), and engineering (620) including cars, motorcycles, airplanes, etc.

In class 700-799 Fine Arts are included various branches of Art such as architecture (720), crafts (740), music (780), sports and recreational games (790).

In class 800-899 is Literature including poetry, monologs, oratory, short stories, world literature, etc.

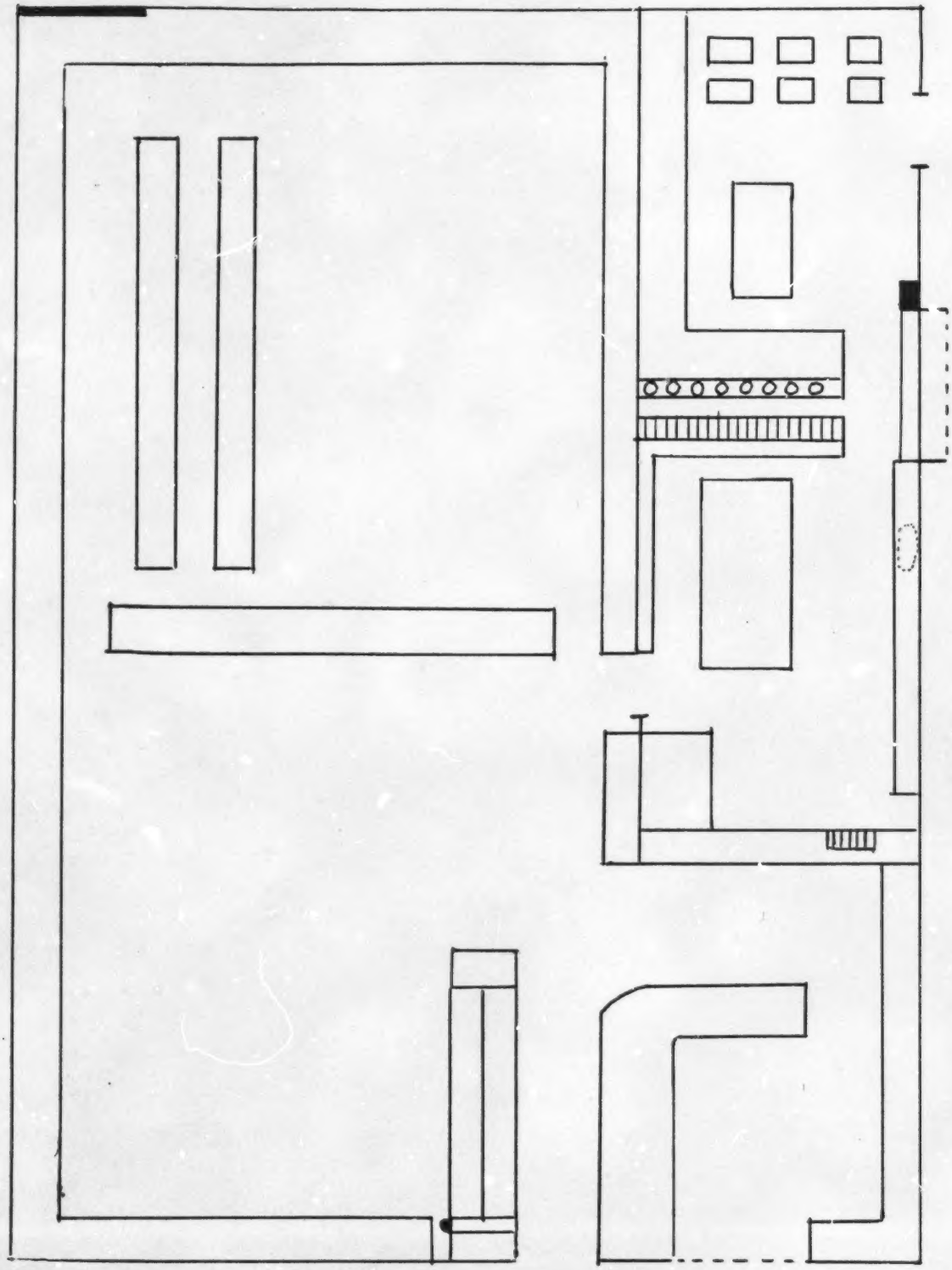
Finally, we have History 900-999, including the subdivision geography and travel (910) and Biography (920 & 921).

LIBRARY FLOOR PLAN

In completing the library media center floor plan, put the number rather than the name of each item listed in or near the place where it is located in the media center. (This floor plan is approximate and not to scale.)

1. Fiction
2. Non-fiction
3. Biography
4. Reference books
5. Encyclopedias
6. Dictionaries
7. Magazine rack
8. Newspaper
9. Reader's Guide
10. Circulation desk
11. Book drop
12. Atlases
13. Pamphlet files
14. Browsing magazines
15. AV materials
16. Card catalog
17. AV equipment
18. Library office
19. Librarian's desk
20. Teacher aides office
21. Fiction Paperbacks
22. Non-fiction paperbacks
23. Art prints and flat pictures
24. Magazine stacks
25. Maps
26. Story collection

LIBRARY FLOOR PLAN



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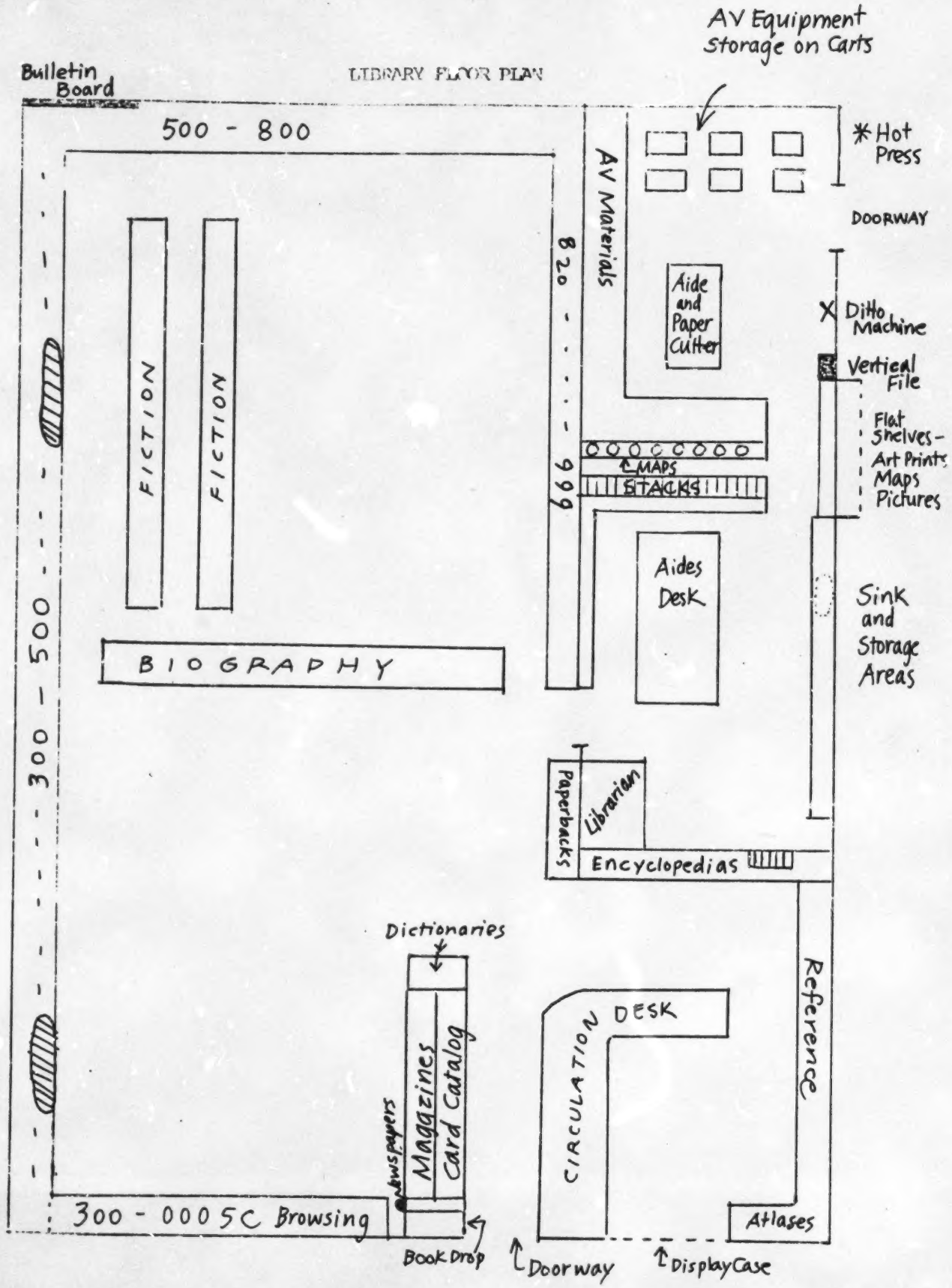

LIBRARY FLOOR PLAN
AV Equipment Storage on Carts
Bulletin Board
500 - 800
300 - 500
- - - - - - - - - - - -
FICTION
FICTION
BIOGRAPHY
AV Materials
820 - - - - - - - - - -

PROGRAM GOAL FOR CLASS II

To develop an awareness and respect for Media services.

LESSON GOAL	PERFORMANCE INDICATORS
The student will become aware of the library privileges	The student will spontaneously list information in the library. The student will list personal advantages in utilizing the media center services.
The student will become aware of the appropriate behavior in the Media Center and toward its users.	The student will list three ways respect and thoughtfulness can enhance learning.
The student will view the filmstrip/cassette "Juan and Eddie"	Following the viewing of filmstrip, the student will write at least 50 words indicating who is responsible and why.

LESSON PLAN - CLASS II

TEACHER GOAL	RESOURCES
Student will list uses of library media center	Student-Parent Handbook Rowe
Student will become aware of the acceptable atmosphere in the library	Parent-Student Handbook NC #12
Student will become aware of appropriate behavior regarding other patrons, the materials and facilities	Student Rights and Responsibilities NC #12 FS/cass Juan & Eddie segment

PROCEDURES

Using overhead projector, brainstorm uses of library as given by students orally.

Review the rules and regulations presented in the school and district handbooks regarding the school environment and student conduct.

Present filmstrip/cassette "Juan and Eddie"

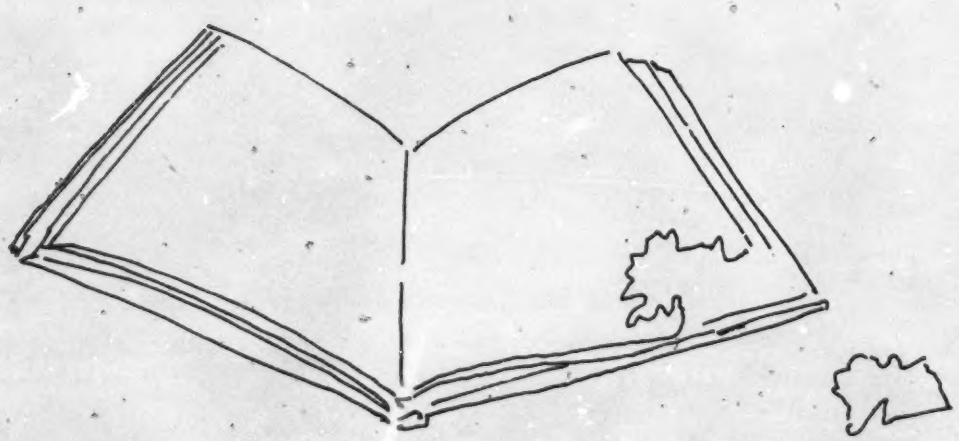
Have students write at least 50 words telling who is responsible.

No discussion - Student is to bring his/her written answer to next class.

PROGRAM GOAL FOR CLASS III

To develop an awareness of student responsibility toward the media center.

LESSON GOAL	PERFORMANCE INDICATORS
The student will become aware of the appropriate care and treatment of materials	Discuss the Juan and Eddie problem as seen in the filmstrip. How could the situation have been avoided? How should this situation be resolved?
The student will become aware of the cost of mishandled materials	Given a set of hypothetical damaged materials, estimate cost of mending or replacement.



LESSON PLAN - CLASS III

TEACHER GOAL

The student will become aware of his/her responsibility toward materials

RESOURCES

Student-Parent Handbook
Rowe

Parent-Student Handbook
NC #12

Film "Something Queer at the Library" Stephen Bosuston Prod.

PROCEDURES

Collect essays on "Juan and Eddie".

Review check out procedures.

Discuss overdue materials.

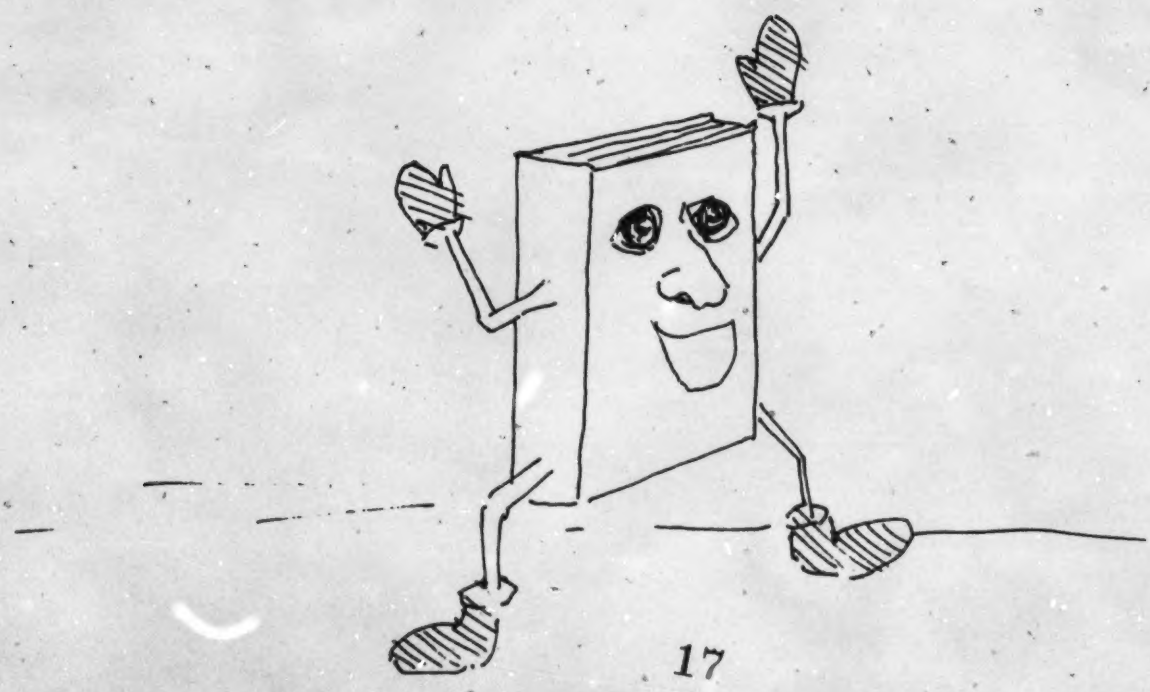
Discuss damage and vandalism. Show Examples.

Present film "Something Queer at the Library".

PROGRAM GOAL FOR CLASS IV

To develop an attitude of responsibility toward circulation of materials.

LESSON GOAL	PERFORMANCE INDICATORS
The student will know regulations regarding circulation	Given a written test on the regulations, Student will respond with 80% accuracy.
The student will become aware of the costs of material loss	The student will list five methods for reducing material loss.



LESSON PLAN - CLASS IV

TEACHER GOAL

The student will become aware of the book loss problem

RESOURCES

Student-Parent Handbook
Rowe

Transparencies Re: statistics of losses

Film "Bring Back Our Books"
Walter J. Klein, Co.

PROCEDURES

Review the damage/vandalism problem.

Present the school situation regarding book loss.

Provoke thoughts of how this loss can be lessened.

Show film "Bring Back Our Books".

RULES AND REGULATION TEST

I. Fill in the blank to make the statement correct.

1. When checking out materials, the student must always put _____ and _____ on the check out card or slip.

2. General reading books are checked out for a period of _____.

3. In the card catalog, audiovisual materials can be distinguished from other material because of _____.

4. Name three other print materials in the library besides general reading books. _____, _____, _____.

5. Books especially selected by the teacher for a specific assignment or reference books can be checked out for one class period or _____.

6. Books may be returned by placing them on the circulation desk or putting them in _____.

7. If you need materials longer than the initial check out period, by bringing them in to the library, you may _____ them.

II. True-False -- Please write the entire word.

_____ 1. You may come to the library during the noon hour.

_____ 2. Books, magazines, and art prints are all checked out for the same length of time.

_____ 3. If materials are not returned on time, a fine is charged.

_____ 4. Audiovisual materials are basically used by teachers in the classroom but may be used by students making special arrangements.

_____ 5. Students do not have to be with a class to come to the library.

III. List five ways that you feel we could reduce our book loss.

PROGRAM GOAL FOR CLASS V

To develop an awareness of student responsibility and citizenship.

LESSON GOAL	PERFORMANCE INDICATORS
The student will become aware of being responsible for himself/herself	Students will complete and turn in or present five of the suggested activities.

LESSON PLAN - CLASS V

TEACHER GOAL

Familiarize student with accountability and responsibility

RESOURCES

CCESD Film #2903
"Guidance for the 70's - Who's Responsible"
(1st part only)

PROCEDURES

Discuss any questions caused by former sessions.

Present film "Guidance for the 70's - Who's Responsible".

Collect written activities and prepared art activities.

Have skits, role-playing and oral presentations.

SUGGESTED STUDENT ACTIVITIES

SELECT FIVE ACTIVITIES TO COMPLETE BY THE LAST CLASS. EACH OF THE WRITTEN ACTIVITIES MUST BE AT LEAST FIFTY (50) WORDS IN LENGTH. THINK CAREFULLY AND DISCUSS THE SITUATION WITH YOUR PARENTS OR FRIENDS. WRITE YOUR OWN THOUGHTS. WHEN PRESENTING A SKIT, DIALOG, OR ROLE-PLAYING, OR WHEN MAKING A POSTER OR COLLAGE, USE YOUR CREATIVITY AND INGENUITY, KEEPING IT IN GOOD TASTE.

YOU MAY CHOOSE YOUR OWN SUBJECT, QUESTION OR PROBLEM FOR PRESENTATION AS LONG AS IT RELATES TO STUDENT RESPONSIBILITY AND CITIZENSHIP IN THE MEDIA CENTER.

1. List twenty (20) things you love to do in the library. After each, state if you would do them alone or in a group.
   Indicate if you would have done this five years ago.
   Indicate if this would be on your list five years from now.

2. Skills, knowledge and experience are essential to successful learning. In what ways do high school and college education depend on junior high students learning to use a wide range of library resources?

3. What do you feel is the value of a media center to the school?

4. What responsibilities should a student assume when he/she walks through the door of the library and selects a book and/or uses the materials and services. Give reasons.

5. If you were the librarian, what rules and regulations would you set up for your library? Consider the circulation of materials to students, their use of the library, their citizenship, etc.

6. As a library user, what do you feel is your responsibility toward the books, magazines, and audio visual materials which you use or check out? Be specific.

7. What kind of citizenship and behavior do you expect to find in our library? How do you intend to act when you use our library for pleasure reading or for study?

8. How would you act if several students want to use the card catalog when you do, or want to read the same newspaper or magazine when you do?

9. In order to get the best use of the library media center, respect and thoughtfulness must be shown by everyone. Describe what acts you would suggest which would develop this kind of atmosphere.

10. After viewing the filmstrip/cassette of Juan and Eddie, decide who you feel is responsible and how you feel the situation should be resolved. Be sure to consider how you would respond if you were Juan, Eddie, or the librarian. Would you feel the same as each person? Explain.

11. Why do you think there is library vandalism, such as pictures cut from books and magazines, marks in them, dog-eared corners, etc.? How can we prevent such actions?

12. What would you suggest be done to lessen the number of books taken from the library without proper check out?

13. Some people have suggested a security system be purchased for the media center to curb book loss. That would cost approximately $9,000.00. If we can cut down the book loss by other means, how would you spend this amount of money to improve our media center and its materials and services?

14. Organize and take part in a campaign for collecting school materials which have inadvertently got into your home or those of your friends and neighbors. Be considerate and without questioning them ask if you could return the books or other materials to the library so that they could be returned to the proper places.

15. Visit the public or another school library and talk with the librarian about the variety of services and materials available for patrons, student use, and problems they have, such as overdue materials, its damage and loss and the costs involved, and other related questions. Be sure to make an appointment with the librarian. This may be presented as a written assignment or an oral report to the class.

16. Make a collage showing what the library or certain books mean to you.

17. Create a poster with a library message, such as using the library properly, checking books out and in on time, how a damaged book might feel, etc.

18. Write and present a skit between two or three students showing disruptive behavior. Then, through dialog, suggest what should be done and why.

19. One or two students may present to the group some media materials/services especially of interest and use to them. Show and explain your interest.

20. You and a friend come to the Media Center and find a sign "library closed--permanently!" Present a dialog showing what effects this closure will have on you and other students.

21. Role-Playing: Be a book that has been mis-handled or damaged in some way.
Become some part of the library that has suffered from misuse by a student. How do you feel!

SUGGESTED TEACHER ACTIVITIES

TEACHERS:

STUDENT RESPONSIBILITY AND CITIZENSHIP EXTENDS BEYOND THE LIBRARY MEDIA CENTER. IF YOU CAN USE THESE SUGGESTED ACTIVITIES IN YOUR CLASSROOM, YOU MAY FIND A CORRELATION WITH OTHER SCHOOL MATERIALS AND SITUATIONS. IT WOULD REINFORCE AND EXTEND THE LIBRARY TEACHING AND HELP THE STUDENT BECOME AWARE OF HIS/HER RESPONSIBILITY THROUGHOUT THE SCHOOL AND COMMUNITY.

READ THROUGH ALL OF THESE SUGGESTED ACTIVITIES. IF YOU CAN USE ONE LISTED UNDER ANOTHER CURRICULUM AREA, PLEASE CHECK WITH THE TEACHER OR DEPARTMENT CHAIRMAN FOR DUPLICATION OF ACTIVITY. FEEL FREE TO ADAPT ANY TO YOUR OWN CURRICULUM. THESE ARE JUST SUGGESTIONS--A STARTING POINT. STUDENT ACTIVITIES COULD BE USED FOR ENTIRE CLASSES.

SUBJECT: STUDENT RESPONSIBILITY AND CITIZENSHIP: LIBRARY MEDIA

ART:

Students could create posters, collages, objects for exhibit which would exemplify their use of the library, care of materials, responsibility, behavior, etc.

DRAMA:

Students could write and produce plays, skits, or do role-playing for library situations, i.e. Life of a Library Book.

LANGUAGE ARTS:

Writing assignments on suggested activities list, specifically to the Librarian.
Debates, such as "That the library media center should be the center of the school curriculum."
Video presentation using any of the skits, etc.

MATHEMATICS:

Prepare an economic statement concerning library budget:
Cost of one book, from selection to shelf
Cost of book losses or damage
Cost of man-hours used in some library processes.

PHOTO/JOURNALISM:

Stories regarding the library for the student newspaper
Photographs of library situations showing responsibility or lack of. Student picture exhibits.
Make fil[illegible] or filmstrips with cassettes re: Media

SOCIAL STUDIES:

Legal aspects--does signature denote a contract?
Rights and responsibilities of students (N.C.#12 Handbook)
Search and seizure procedures
Student conduct and disciplinary procedures

MATERIALS USED FOR THIS UNIT

BOOKS AND MAGAZINES

"Value Clarification," Forum. Published by Educational Relations Department of the J.C. Penney Company, (Spring/Summer), 1972.

Hartoonian, H. Michael. "The Student as Full Citizen: Political Realities and the Library/Media Center," Wisconsin Library Bulletin, (May-June, 1972), 145-8.

McCaleb, Joseph L. and Korman, Donna. "Role-Taking: A Measure of Communication Development," The English Journal, National Council of Teachers of English, Vol. 67, No. 7, (October, 1978), 41-5.

Mayer, G. Roy and Butterworth, Tom W. "A Preventive Approach to School Violence and Vandalism: An Experimental Study," Personnel and Guidance Journal, (May, 1979), 436-441.

Marshall, Faye Dix. Managing the Modern School Library. Parker Publishing Company, Inc., 1976.

Parent-Student Handbook 1978-79, North Clackamas School District No. 12.

"Philosophy of Education for Oregon Schools," Guide to Elementary Education in Oregon, Basis for Curriculum and Instruction, State Board of Education, 1966.

Silver, Michael. Values Education. National Education Association, 1976.

Simon, Sidney and others. Values Clarification, a handbook of Practical Strategies. Hart Publishing Company, Inc., 1972.

Student-Parent Handbook 1979-80, Rowe Junior High School.

Student Rights and Responsibilities Handbook, North Clackamas School District No. 12, 1976.

"This We Believe" from Teaching Oregon Children: Handbook for Elementary Teachers. State Department of Education, 1957.

AUDIOVISUAL MATERIALS

"Something Queer at the Library", produced by Stephen Bosustow Productions. 16MM film, 10 min., color, recommended 3-6 grades.

"Bring Back Our Books" produced by Walter J. Klein Co. 16 MM film, 15 min., color.

Write for a Reason - Resolve a conflict, produced by Educational Activities Segment of "Juan and Eddie" filmstrip/ cassette, 5 min., color.

Guidance for the 70's - Who's Responsible? 16 MM film, 18.5 min., color. B. F. A. 1972